

APS Common Core State Standards: Turning Dreams into Reality for All Kids!

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APS Common Core Standards

WHY the Urgency for Developing Common Standards Across the United States

- ✧ Ensuring high standards and equal opportunity for all students
- ✧ Designed to connect K-12 standards to the demands of **readiness for postsecondary education**
- ✧ Address the variation in **quality** and **rigor** across the nation. Major studies identified the existing state standards are a mile wide and an inch deep – they lack **focus** and **coherence**
- ✧ Greater focus to give students and teachers more time to master essential skills
- ✧ Internationally benchmarked, ensuring our students are globally competitive



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HOW

Key Strategies for CCSS Implementation at APS

- ✧ Learn lessons from the Pilot and apply those lessons to full implementation
- ✧ Focus attention on specific classroom practice and student engagement/learning
- ✧ Provide opportunities for professional learning: PLC's, embedded PD, coaching, online PD
- ✧ Design exemplary lessons and units
- ✧ Understand and implement common core progressions across elementary, middle and high school
- ✧ Evaluate the pilot and full implementation



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WHEN

2010-2011

- ✧ Gates Grant utilized for the first year of planning the CCSS implementation in 2011-2012
- ✧ Gap analysis of current instructional materials
- ✧ First phase of designing new formative assessments aligned to CCSS

2011-2012

- ✧ Cohorts of Math & ELA in 4th and 8th grade implement standards in their classroom
- ✧ On-line courses developed (Math & ELA)
- ✧ Pilot the new formative assessments

2012-2013

- ✧ K-3 Implementation of CCSS
- ✧ 3rd grade SBA redesign to reflect CCSS (bridge assessment)

2013-2014

- ✧ K-12 Implementation of CCSS
- ✧ 4th-11th grade SBA redesign to reflect CCSS (bridge assessment)



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WHAT

Instructional Shifts for the Common Core

Six Shifts in ELA/Literacy

- ✧ Balancing Informational and Literary Text
- ✧ Building Knowledge in the Disciplines
- ✧ Staircase of Complexity
- ✧ Text-Based Answers
- ✧ Writing From Sources
- ✧ Academic Vocabulary

Six Shifts in Math

- ✧ Focus
- ✧ Coherence
- ✧ Fluency
- ✧ Deep Understanding
- ✧ Applications
- ✧ Dual Intensity

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Key Features of Math

Focus and coherence

Focus on key topics at each grade level

Coherent progressions across grade levels

Balance of concepts and skills

Content standards require both conceptual understanding and procedural fluency

Mathematical practices

Foster reasoning and sense-making in mathematics

College and career readiness

Level is ambitious but achievable



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Standards for Mathematical Practice

- ✧ Describe mathematical “habits of mind”
- ✧ Connect with content standards in each grade

Eight Standards for Mathematical Practice

- ✧ Make sense of problems and persevere in solving them
- ✧ Reason abstractly and quantitatively
- ✧ Construct viable arguments and critique the understanding of others
- ✧ Model with mathematics
- ✧ Use appropriate tools strategically
- ✧ Attend to precision
- ✧ Look for and make use of structure
- ✧ Look for and express regularity in repeated reasoning



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Pilot Project

The Gates Foundation underwrote six planning grants for these urban districts:

- ✧ Albuquerque
- ✧ Atlanta
- ✧ Boston
- ✧ Cleveland
- ✧ Philadelphia
- ✧ St. Paul

APS' Key Strategies

Identified pilot schools and teachers for 4th and 8th grade ELA and Math Cohorts

Provided teachers and principals training to unpack standards and develop lesson plans for the first weeks of school

On-going meetings with cohorts of teachers and principals to

- ✧ Support school staffs in their implementation
- ✧ Provide teacher collaboration within and across schools for joint planning
- ✧ Support principals in understanding their role in teacher and community support
- ✧ Gather feedback to refine our support structures and processes for future implementation



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Lessons Learned from the APS Pilot

- ✧ Teachers like the way the standards are structured logically, progressing over time in complexity.
- ✧ Teachers love the fact that they are going deep in content rather than wide.
- ✧ Teachers need access to supplemental materials and resources to go to the Depth of Knowledge levels. However, there are and will be resources that can be shared from across the country, state, and district.
- ✧ New emphasis on informational texts gives many opportunities to teach across the curriculum (i.e. science and social studies).
- ✧ Teachers report that a basic knowledge of how to “unpack the standards” is critical to understanding how to use them.



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Lessons Learned from the APS Pilot

- ✧ On-going review and improvements to the design of pacing guides based on teacher needs and feedback.
- ✧ Teachers need to have a deeper understanding of the “knowledge” they are teaching.
- ✧ Instructional materials and core programs are resources but the standards drive the instruction—not teaching “a program”.
- ✧ Teachers need to have time to plan and collaborate in order to share strategies and resources (before school starts and during the school day).
- ✧ Teachers need assurances that the current assessment system and new reforms won’t derail them from their new mission of teaching the CCSS.



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**What our students say
about the Common Core
Standards...**

**What a CCSS class looks
like...**

**What the teachers say
about the Common Core
Standards...**



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Critical Questions for Successful Implementation

- ◆ What are the benefits to the students and the families?
- ◆ What are the biggest changes in instructional practices?
- ◆ What will the new standards mean for curriculum and instructional materials?
- ◆ What are the implications of implementing the CCSS before aligned assessments are in place?
- ◆ What does this mean for state & federal accountability during the transition?
- ◆ What supports will be necessary to help students meet the raised expectations?
- ◆ What supports will be necessary to help educators teach the raised expectations?
- ◆ What are the costs and savings over time?
- ◆ How can we use existing human and financial resources to cover the implementation?
- ◆ How do these new practices fit into new state and federal reforms?
- ◆ What are the higher education implications for these new standards?



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Next Steps. . .



APS Common Core Standards Resources

<http://www.achieve.org/achievingcommoncore>

<http://www.corestandards.org/>

<http://www.aft.org/newspubs/periodicals/ae/>

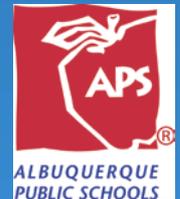
http://www.nga.org/cms/home/news-room/news-releases/page_2010/col2-content/main-content-list/title_national-governors-association-and-state-education-chiefs-launch-common-state-academic-standards.html

<http://educationnext.org/what-were-watching-david-coleman-on-the-common-core-standards/>

http://www.p12.nysed.gov/ciai/common_core_standards/faq.html

<http://engageny.org/>

<http://hunt-institute.org/>





Questions?



For more information, go to
<http://www.aps.edu/academics/common-core-state-standards>